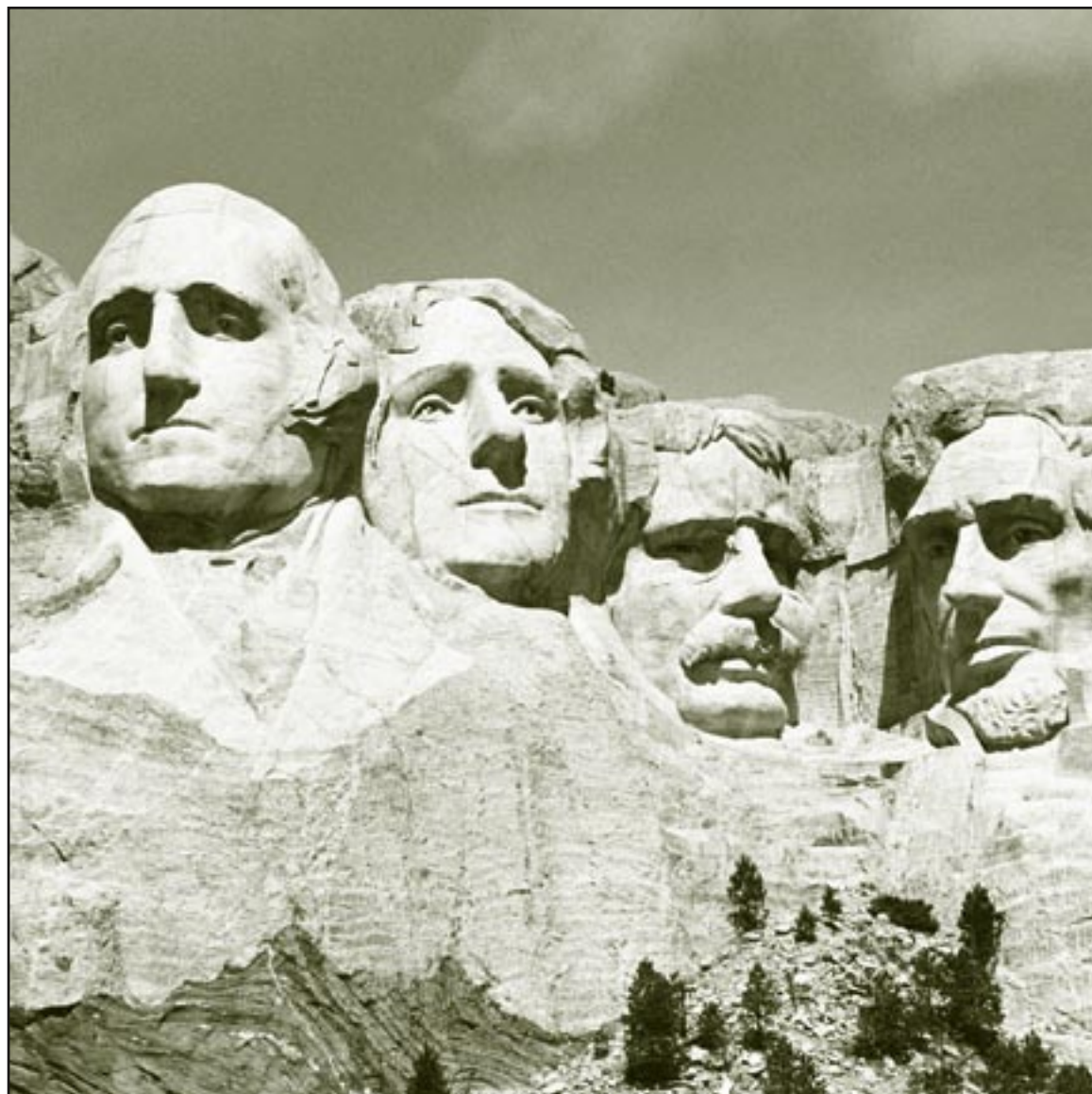


GRADE
EIGHT

SOCIAL STUDIES



GRADE LEVEL CONTENT EXPECTATIONS



Nineteenth Century United States

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

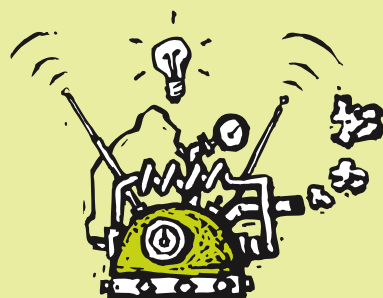
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Eight—Nineteenth Century United States

The focus of the social studies curriculum for Grade Eight is “Nineteenth Century United States.” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Grade Eight each student will be able to:

1. describe major factors that characterize the following eras of United States history: Constitution and the New Nation, Expansion and Reform, Civil War and Reconstruction, and Industrial United States. **I.1.MS.2**
2. use narratives and graphic data to describe the settings of significant events that shaped the United States as a nation from 1788 to 1900. **I.2.MS.1**
3. use primary and secondary resources to analyze significant events that shaped the development of the United States between 1788 to 1900. **I.3.MS.1**
4. identify and analyze factors contributing to the major decisions made in United States history from 1788 to 1900, and consider alternative courses of action. **I.4.MS.1**
5. use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of United States history from 1788 to 1900. **I.2.MS.4**
6. show that historical knowledge is tentative and subject to change when new information is uncovered. **I.3.MS.3**
7. evaluate historic decisions made during United States history from 1788 to 1900 in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives. **I.4.MS.4**



GEOGRAPHY

By the end of Grade Eight each student will be able to:

8. describe how and why people, goods, services, and information moved within and between regions of the United States from 1788 to 1900. **II.3.MS.3**
9. describe the major economic and political connections between the United States and different world regions from 1788 to 1900 and explain the causes and consequences. **II.3.MS.4**



CIVICS AND GOVERNMENT

By the end of Grade Eight each student will be able to:

10. describe the essential beliefs and ideas that influenced the Declaration of Independence and the creation of the United States Constitution and explain how they set the foundation for civic life, politics, and government in the United States. **III.2.MS.1**
11. identify and describe disparities between the American ideal of equality and reality in the context of the history of the United States from 1788 to 1900. **III.3.MS.2**
12. explain how the federal government of the United States served the purposes set forth in the Preamble to the Constitution. **III.1.MS.1**
13. explain the means for limiting the powers of government established by the United States Constitution and how the Constitution is maintained as the supreme law of the land. **III.2.MS.3, III.4.MS.2**
14. explain how the rule of law and limited government protect individual rights and serve the common good. **III.1.MS.4**



ECONOMICS

By the end of Grade Eight each student will be able to:

15. describe the role of the government in regulating interstate commerce and the use of protective tariffs. **IV.5.MS.2**
16. use a case study from United States history from 1788 to 1900 to exemplify how supply and demand, prices, incentives, and profits determine what was produced and distributed in the American economy. **IV.4.MS.3**
17. describe how business practices, profits, and the willingness to take risks encouraged an entrepreneur to operate. **IV.2.MS.1**
18. describe the roles of the various economic institutions which comprise the American economic system such as business firms, households, labor unions, banks and the government. **IV.4.MS.4**



INQUIRY AND DECISION MAKING

By the end of Grade Eight each student will be able to:

19. interpret social science information about the Nineteenth Century United States from primary and secondary sources. **V.1.MS.3**
20. explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
21. compose persuasive essays expressing decisions on national and international public policy issues. **VI.3.MS.1**
22. trace the origins of a public issue. **VI.1.MS.2**
23. given a national public policy issue state the related ethical, definitional, and factual issues as questions. **VI.1.MS.1**



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